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ABSTRACT

Faculty appointment and tenure practices at 12 liberal arts colleges of the Great Lakes Colleges Association (GLCA) were studied, as part of a federally funded project dealing with junior faculty. On the average, about 40 percent of the colleges' faculty were untenured, a proportion close to the national average. This percentage had not changed significantly over a 5 year period. Over 60 percent of the untenured faculty were on tenure tract (TT) positions and about 25 percent of the total faculty who were not tenured were in TT slots. While there was no large increase of women to the faculty ranks, at least not into TT positions, a larger proportion of female than male faculty left the colleges. The data indicated little difference between the rates of achieving tenure for men and women: both seem to be having more difficulty achieving tenure in 1983 compared to 1979. A greater proportion of women were in non-TT positions than in TT positions. Possible explanations of each of the findings are offered. The participating schools were: Albion College, Antioch College, Denison University, Depauw University, Earlham College, Hope College, Kalamazoo College, Kenyon College, Oberlin College, Ohio Wesleyan University, Wabash College, and Wooster College. (SW)

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CURRENT APPOINTMENT & TENURE PRACTICES: THEIR IMPACT ON NEW FACULTY CAREERS*

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INTRODUCTION

Low faculty morale is the talk of higher education today. The disease is said to be wide spread.[1] It is claimed to be especially acute in those institutions most threatened by the decline in numbers of 18 year olds, viz., in the 800 liberal arts colleges across the country.

The illness' symptoms and causes are many. Many untenured faculty believe that the criteria for tenure are being elevated annually so that that there is no way to ever catch up to them, that more and more of their peers fail tenure review, and that the only unambiguous message from the administration is that getting the college "tenured in" is a condition worse than the plague. They are often reluctant to ask senior faculty questions about anything, especially about teaching, for fear that negative impressions will later be used by these who will be in the chairs on judgement day.

The climate for tenure-track faculty is further contaminated by a leper colony in its midst. While supposedly not contagious, the group of non-tenure track faculty are forever trying to get their status changed to one of legitimacy and thereby threaten those who are struggling to succeed against insurmountable odds. Both groups believe that to fail in their present position is not only the loss of a job; it is the end of a career. There are no other positions out there. To not make it now is intellectual DEATH.

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[1] See Bowen and Schuster, An Endangered Professsion, in press.

Senior faculty are not much healthier. While relatively secure in their positions, many are ridden with guilt. They are the cause of most of the symptoms just described. They are the ones who set the higher tenure standards, standards they themselves did not have to pass -- and could not today. They are the cause of the division of the faculty into two camps. They are the ones who set affirmative action goals to add minority and women faculty and heighten the fears of the untenured white males. They are . . .. Low faculty morale pervades the campuses.

These are the beliefs. To ascertain to what degree they are true is the purpose of this inquiry. The study is one part of a FIPSE funded project dealing with junior faculty issues in the Great Lakes Colleges Association (GLCA), a consortium of 12 liberal arts colleges in Indiana, Michigan, and Ohio.[2] It attempts to separate fact from fiction by collecting and analyzing relevant data regarding the disease. By sharing with faculty and administrators what is indeed going on in practice on these campuses, each college can see its own condition as well as the general pattern. An accurate diagnosis is the first step to a sound cure.

DATA SOURCES & TREATMENT

In addition to catalogues, other public records, and information normally maintained by the GLCA office, each college provided detailed information on its full-time untenured faculty (sabbatical replacements, term contracts, and non-tenure track

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[2] The colleges are Albion, Antioch, Denison, Depauw, Earlham, Hope, Kalamazoo, Kenyon, Oberlin, Ohio Weslyan, Wabash, and Wooster.

people as well as the tenure track faculty) over a five year period, 1979 - 1983.[3] While the data could be organized in any of a number of different ways, Table 1 shows the manner chosen here as judged most convenient for dealing with the particular issues on the campuses. These data are for college "X." Identically formatted tables were constructed for the other 11 GLCA colleges.

[Insert Table 1 about here.]

By way of illustration, this college had 77 faculty in 1979, 39 (50.6%) of whom were untenured. Of these 39, 35 (89.7%) held tenure track (TT) positions. Thus, 45.5% of the total faculty were untenured and in tenure track slots (row labeled "%~T ON TT," percent not (~) tenured (T) on tenure track (TT). This figure, "%~T on TT," is the statistic most commonly used in campus discussions of the risk of overtenuring an instiution. The remainder of the table deals only with the untenured faculty who hold a tenure track appointment, except for the bottom most section which provides information on the untenured who are on term contracts, viz., 4 (39-35) in 1979.[4]

The data are on Lotus 1-2-3 files and have been combined and manipulated in a straight forward manner to address the contentions that are being raised about the state of faculty

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[3] To be included, an untenured faculty member has to be on at least a one-year contract with the college and devote at least half-time to teaching. Part-time faculty are not included in in this data base, nor do these colleges employ them in large numbers.

[4] "Term" contract , for purposes of this study, may range in length from one year to indeterminate, but with the provision that earning tenure is not possible.

health in institutions of this kind. The findings are reported in tables and graphs in the next section.

SELECTED RESULTS

To begin, there are the claims that colleges and universities have lost their flexibility because such a high percentage of their faculty is already tenured. They no longer can hire new staff without locking themselves into commitments that may be undesired tomorrow as student curricular interests change. In addition, the "tenured-in" situation is worsening each year.

The data in Table 2, which presents information on the average percentages of faculty in various categories at the twelve colleges, do not support these frequently voiced assertions. On the average, about 40% of the colleges' faculty are untenured, a proportion close to the national average and some appreciable distance from 100%. In addition, the percentage is not changing in any significant manner over the five-year span. While there is variance among the 12 colleges, most of it

[Insert Table 2 about here.]

is created by a single college with very low numbers for 1979-81. Note that the maximums are nearly constant and the standard deviation is quite low for the last two years.

The accusation that the colleges are creating a breed of academic nomads by hiring large numbers of faculty on term contracts rather than into TT positions as another way of avoiding commitments to qualified candidates is also debatable on the basis of the evidence in Table 2. The last two sections

show that on the average over 60% of the untenured faculty are on TT positions and about 25% of the total faculty who are not tenured are in TT slots. What is missing is any national norm for either category and any undebatable set of principles that suggest what the percentages ideally should be. What is clear, however, is that in both instances there has been no significant trend up or down from 1979 through 1983.

Second, with regard to the colleges' commitments to affirmative action, Tables 3 and 4 reveal the degree of success that has been achieved in increasing the number of women on their faculty.[5] Table 3 shows the mean percentages of married and unmarried untenured men and women in the GLCA institutions.

[Insert Table 3 about here.]

The general picture is one of a slight increase in the percent of both married and unmarried women, and total women, for the first three years followed by a slight decline. The numbers for 1983 are slightly higher than for 1979, but, overall, there has not been a great deal of change.

A second way of viewing affirmative action outcomes can be seen in Table 4 which shows the percent of the untenured faculty who are in their first year for each of the five years, i.e., what percent were women and what percent were men of the newly hired recruits. Males outproportion females in every instance

[Insert Table 4 about here.]

and the rise for both sexes over the first half of the time

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5 Data were also obtained on ethnic minorities, but here, as nearly everywhere else, the numbers are small and averages, percents, and the like are inappropriate statistics. Consequently, these data are not presented.

period is more than matched by a decline over the second half.

To summarize the data on men and women, while specific goals are not known for each college, it looks as if large increases of women onto the faculty ranks has not taken place, at least into tenure track positions. (See below for non-TT slots.)

Next, consider the claim that while more women were being added to the ranks - a claim that was not supported in the aggregate - they were more likely to leave the college than men were, especially those who were not married. That is, the college was not achieving its affirmative action goal because it was unable to retain those it hired from the minority (faculty) gender. Evidence on this topic is displayed in Figure 1.

[Insert Figure 1 about here.]

Each year a number of untenured faculty fail to return. Some take a position elsewhere; change careers; fail to receive a contract renewal; believe they will not achieve tenure; do not like the college; do not like the town. The possible reasons are many and in many instances are unknown even to the institution. The Y-axis in Figure 1 is the ratio of the number of faculty who departed for whatever reason to the number of each gender. In viewing these over time, it is seen that the fraction of women not returning is greater than it is for men. Also, the proportion not returning is dropping, but perhaps not as precipitously as the 1983 data suggest. The data for 1983 are incomplete and based upon but three of the colleges. Maybe better selection of new faculty accounts for the apparent drop? Maybe there are fewer opportunities and so people are staying despite their wishes? We do not know the reasons, and we need

to flesh out 1983 before pushing our conclusions further.

Figure 1 does not show the differences between married and not married women, but the evidence is that the proportion of not married who leave is higher. Interviews with faculty suggest one reason is the social isolation that is characteristic of small colleges in small towns. Women do not have the socially acceptable alternatives that single men have in these environments. In any event, the belief that the departure rates differ by gender is supported.[6]

The last evidence we present deals with the assertion that while it may be true that more women are being added to the faculty, they are in a revolving door situation. Fewer of them are receiving tenure than are their males counterparts. Furthermore, receiving tenure is becoming more difficult, for men as well as for women.

Figure 2 presents the data on these two beliefs. The Y-axis

[Insert Figure 2 about here.]

is the ratio of the number of each gender who received tenure each year to the number of faculty of each gender who were in either their fifth, sixth, or seventh (or longer) year on tenure track appointments. Selecting this length of service was arbitrary. While each of the 12 colleges follows AAUP policies and can award tenure at any time, most do not do so until after 6 or 7 years. Thus one can not read a fraction, say, 0.42, as

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6 We do not know if the reported rates are high or low by any national norms nor what even might be a desired rate.

meaning but 42% of those eligible for tenure received it. That is, the data are not success rates but simply a fraction for comparing genders and noticing differences over time.

What Figure 2 reveals is that there is little difference between the rates of achieving tenure for men and for women. The figure also indicates that the proportion achieving tenure is falling, although again, as in the case of the new faculty who departed (Figure 1) the data for 1983 are incomplete and hence less reliable. For two claims, then, the first lacks supporting evidence where as the second may have some truth to it. Women are not failing at a higher rate than men; both seem to be having more difficulty achieving tenure in 1983 than they were in 1979.

Two other findings of interest do not have systematic supporting data but merit brief mention. One is that those colleges who told us the status of their departed untenured faculty reported that a vast majority were on faculties at other colleges and universities. This was true across the disciplines. Also, the institutions at which they were on the faculty varied across the spectrum by institutional type and status. Leaving a GLCA college voluntarily or otherwise has not been the end of an academic career, contrary to the belief that many hold.

The second finding of suggestive interest has to do with gender distribution in the non-tenure track positions, a category whose proportion differs greatly across institutions. (See Table 1.) The category includes those who are there for but a single year as a sabbatical replacement to those who are on a term appointment in a position that has been designated non-TT to

essentially permanent employees who will never receive tenure. AAUP frowns upon the latter option and some colleges have policies that forbid a person for being in such a status for more than seven years.

In any event, the proportion of women in these non-TT positions is higher than it is in TT ones. Whether this second class status is a sign of sexual discrimination is not known. It may be that wives are employed in these positions or that available community talent is disproportionately female.

DISCUSSION

To begin with, there are some limitations in the study. In the main, GLCA colleges are fiscally healthier than the typical private liberal arts college. As institutions with national reputations and clientele, most are not suffering enrollment declines to the extent that other colleges are. Also, their faculty have distinguished pedigrees and hence may be more marketable elsewhere than will departing assistant professors from the more typical four year college. In these and related ways, while not immune from the vicissitudes of higher education circa 1984, GLCA colleges will be on the more robust end of the spectrum.

A second limitation stems from some of the differences between the 12 colleges. While most have remained "pure" liberal arts colleges, some have added professional programs. For example, two of the colleges began degrees in nursing. As a consequence, the number of women faculty added to the untenured

rank swelled appreciably.[7] Other colleges began a business specialty, usually by adding business faculty to an economics major so as to stay in the liberal arts tradition. Males tended to dominate here, but not more so than they did in other social science disciplines. In sum, there are some distortions in the gender ratios because of special changes at some colleges but not at others.

Turning to the findings, some of the beliefs, myths, and folklore were supported by the data. Others were not. A few remain in question. There is no need to repeat these here.

More important is what still needs to be done to mitigate faculty stress and restore a healthy climate for all of the constituencies -- students, administrators, and faculty. Junior faculty believe there is too little agreement between what is stated as policy and what exists in practice when it comes to how their careers will be affected. As a companion piece to the data presented here we have a systematic inquiry underway which is trying to clarify, college by college, just who decides by what means what the status of a position is, how an individual is selected for it, and who and what determines successfully meeting its expectations. Just as the data which sort fact from fiction should stimulate discussion on campuses on the fairness of treatment, so should knowledge on how the game is being played alleviate undue tensions.

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7 These people were classified as other" in Table 1, as were physical education faculty and coaches (when they had academic rank) - about equal numbers of females and males for this department - and librarians (at one college) and disproportionately women, again "inflating" the number of women.

Two other component pieces are also underway which should assist in fostering a healthy academic climate on the campuses. One of these utilizes the four national faculty surveys conducted under the auspices of the Carnegie Commission and by Ladd & Lipset. These data on colleges similar to GLCA institutions from 1968-1977 will give an historical basis against which to judge better the current findings. The other is a proposal to update the 1980 study by Baldwin and Blackburn on the careers of faculty in these same 12 colleges. Here interview data will put flesh on the bones obtained from the survey instruments. Together they should provide insights into the well being of this segment of higher education.

One must expect tight times for another decade. The current pressures which affect faculty morale are not likely to go away tomorrow. Nonetheless, one remains optimistic that sharing knowledge regarding the faculty condition allows well intended people an opportunity to create solutions for difficult problems.

Table 1. College Data Sheet.

"X"

COLLEGE [redacted]	1979 (N)	1979 (%)	1980 (N)	1980 (%)	1981 (N)	1981 (%)	1982 (N)	1982 (%)	1983 (N)	1983 (%)	SUM N	AVG N	MAX N	MIN N	STD N	AVG %	MAX %	MIN %	STD %
TOTAL FACULTY	77.0		78.0		77.0		76.0		76.0										
UNTENURED	39.0	50.6	38.0	48.7	40.0	51.9	36.0	47.4	35.0	46.1		37.6	40.0	35.0	1.9	48.9	51.9	46.1	2.1
% OF ON TT		45.5		41.0		40.3		34.2		30.3						38.3	45.5	30.2	5.4
ON TENURE TRACK	35.0	89.7	32.0	84.2	31.0	78.0	26.0	72.2	23.0	65.7		29.4	35.0	23.0	4.3	78.0	89.7	65.7	9.5
RANK																			
Instructor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0				0.0			
Asst. Prof.	31.0	88.6	29.0	88.6	28.0	90.3	24.0	92.3	21.0	91.3		26.6				90.2			
Assoc. Prof.	3.0	8.6	1.0	8.6	1.0	3.2	1.0	3.8	1.0	4.3		1.4				5.7			
Professor	1.0	2.9	2.0	2.9	2.0	6.5	1.0	3.8	1.0	4.3		1.4				4.1			
DISCIPLINE																			
Fine Arts-F	1.0	2.9	2.0	2.9	3.0	9.7	1.0	3.8	1.0	4.3	3.0	1.6	3.0	1.0	0.8	4.7	9.7	2.9	2.5
Fine Arts-M	3.0	8.6	1.0	8.6	0.0	0.0	0.0	0.0	1.0	4.3	3.0	1.0	3.0	0.0	1.1	4.3	8.6	0.0	3.8
Humanities-F	5.0	14.3	7.0	14.3	7.0	22.6	8.0	30.8	5.0	21.7	8.0	6.4	8.0	5.0	1.2	20.7	30.8	14.3	6.1
Humanities-M	5.0	14.3	4.0	14.3	5.0	16.1	3.0	11.5	3.0	13.0	5.0	4.0	5.0	3.0	0.9	13.9	16.1	11.5	1.5
Nat Sci-F	1.0	2.9	2.0	2.9	0.0	0.0	0.0	0.0	0.0	0.0	2.0	0.6	2.0	0.0	0.8	1.1	2.9	0.0	1.4
Nat Sci-M	5.0	14.3	4.0	14.3	3.0	9.7	3.0	11.5	2.0	8.7	5.0	3.4	5.0	2.0	1.0	11.7	14.3	8.7	2.3
Math/Comput-F	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Math/Comput-M	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Soc Sci-F	2.0	5.7	2.0	5.7	3.0	9.7	2.0	7.7	1.0	4.3	3.0	2.0	3.0	1.0	0.6	6.6	9.7	4.3	1.9
Soc Sci-M	6.0	17.1	4.0	17.1	2.0	6.5	2.0	7.7	2.0	8.7	6.0	3.2	6.0	2.0	1.6	11.4	17.1	6.5	4.7
Education-F	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Education-M	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Econ/Bus-F	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Econ/Bus-M	2.0	5.7	2.0	5.7	2.0	6.5	2.0	7.7	2.0	8.7	2.0	2.0	2.0	2.0	0.0	6.9	8.7	5.7	1.2
Other-F	2.0	5.7	1.0	5.7	3.0	9.7	2.0	7.7	3.0	13.0	3.0	2.2	3.0	2.0	0.7	8.4	12.0	5.7	2.8
Other-M	3.0	8.6	3.0	8.6	3.0	9.7	3.0	11.5	3.0	13.0	3.0	3.0	3.0	3.0	0.0	10.3	13.0	8.6	1.8
APPOINTMENT YR																			
First-F	1.0	2.9	4.0	2.9	4.0	12.9	1.0	3.8	0.0	0.0	4.0	2.0	4.0	0.0	1.7	4.5	12.9	0.0	4.4
First-M	4.0	11.4	3.0	11.4	5.0	16.1	2.0	7.7	2.0	8.7	5.0	3.2	5.0	2.0	1.2	11.1	16.1	7.7	2.9
Second-F	2.0	5.7	2.0	5.7	4.0	12.9	4.0	15.4	2.0	8.7	4.0	2.8	4.0	2.0	1.0	9.7	15.4	5.7	3.9
Second-M	7.0	20.0	4.0	20.0	3.0	9.7	6.0	23.1	2.0	8.7	7.0	4.4	7.0	2.0	1.9	16.3	23.1	8.7	5.9
Third-F	2.0	5.7	2.0	5.7	2.0	6.5	3.0	11.5	3.0	13.0	3.0	2.4	3.0	2.0	0.5	9.5	13.0	5.7	3.1
Third-M	3.0	8.6	3.0	8.6	3.0	9.7	1.0	3.8	6.0	26.1	3.0	3.2	6.0	1.0	1.6	11.4	26.1	3.8	7.6
Fourth-F	1.0	2.9	2.0	2.9	2.0	6.5	2.0	7.7	2.0	8.7	2.0	1.8	2.0	1.0	0.4	5.7	8.7	2.9	2.4
Fourth-M	5.0	14.3	1.0	14.3	1.0	3.2	1.0	3.8	1.0	4.3	5.0	1.8	5.0	1.0	1.6	9.0	14.3	3.2	5.1
Fifth-F	0.0	0.0	1.0	0.0	0.0	0.0	2.0	7.7	0.0	0.0	2.0	0.6	2.0	0.0	0.8	1.5	7.7	0.0	3.1
Fifth-M	1.0	2.9	4.0	2.9	0.0	0.0	1.0	3.8	0.0	0.0	4.0	1.2	4.0	0.0	1.5	1.9	3.8	0.0	1.6
Sixth-F	3.0	8.6	0.0	8.6	1.0	3.2	0.0	0.0	1.0	4.3	3.0	1.0	3.0	0.0	1.1	4.9	8.6	0.0	3.3
Sixth-M	4.0	11.4	1.0	11.4	2.0	6.5	0.0	0.0	1.0	4.3	4.0	1.6	4.0	0.0	1.4	6.7	11.4	0.0	4.4
*)Seventh-F	1.0	2.9	3.0	2.9	3.0	9.7	1.0	3.8	1.0	4.3	3.0	1.8	3.0	1.0	1.0	4.7	9.7	2.9	2.5
*)Seventh-M	1.0	2.9	2.0	2.9	1.0	3.2	2.0	7.7	2.0	8.7	2.0	1.6	2.0	1.0	0.5	5.1	8.7	2.9	2.6
RACE (Non-W)	4.0		4.0		5.0		6.0		2.0			4.2							
GENDER/MARRIED																			
Female-M	5.0	14.3	7.0	14.3	8.0	25.8	7.0	26.9	4.0	17.4	31.0	6.2	8.0	4.0	1.5	19.7	26.9	14.3	5.5
Female-Not M	6.0	17.1	7.0	17.1	8.0	25.8	6.0	23.1	6.0	26.1	33.0	6.6	8.0	6.0	0.8	21.9	26.1	17.1	4.0
Male-M	24.0	68.6	16.0	68.6	13.0	41.9	11.0	42.3	11.0	47.8	75.0	15.0	24.0	11.0	4.9	53.8	68.6	41.9	12.2
Male-Not M	0.0	0.0	2.0	0.0	2.0	6.5	2.0	7.7	2.0	8.7	8.0	1.6	2.0	0.0	0.8	4.6	7.2	4.9	3.2
DEPARTED																			
Female	1.0		3.0		2.0		2.0		0.0		8.0	1.6	3.0	0.0	1.0				
Male	8.0		6.0		3.0		2.0		0.0		19.0	3.8	8.0	0.0	2.9				
TENURED																			
Female	0.0		1.0		1.5		0.0		0.0		2.5	0.5	1.5	0.0	0.6				
Male	3.0		3.0		2.5		2.0		0.0		10.5	2.1	3.0	0.0	1.1				
NON-TENURE TRK Sabbat Replace																			
Humanities	3.0	75.0	4.0	66.7	4.0	44.4	6.0	60.0	7.0	58.3	24.0	4.8	7.0	3.0	1.5	60.9	9.0	46.8	9.6
Nat Sci	1.0	25.0	1.0	16.7	5.0	55.6	3.0	30.0	5.0	41.7	15.0	3.0	5.0	1.0	1.9	33.8	5.8	29.4	6.6
Soc Sci	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	1.0	16.7	0.0	0.0	1.0	10.0	0.0	0.0	2.0	0.4	1.0	0.0	0.5	5.3	0.8	5.4	0.8

Table 2. Mean Number and Percentage Data for the 12 Colleges

	1979	1980	1981	1982	1983
AVG N	115.0	114.0	114.0	116.0	115.0
% UNTENURED					
AVG	39.1	37.2	40.0	39.2	40.5
MAX	53.0	48.7	52.0	48.9	52.9
MIN	12.5	13.1	12.5	28.6	33.1
STD	11.4	10.6	10.7	6.3	6.0
% PT ON TT					
AVG	26.1	25.1	25.5	24.1	25.0
MAX	45.5	41.0	40.8	72.3	36.8
MIN	12.5	13.1	12.5	15.7	10.6
STD	9.7	7.8	8.9	14.9	7.3
% ON TT					
AVG	62.1	62.8	58.0	62.9	64.8
MAX	89.7	89.7	86.7	87.2	85.2
MIN	12.5	13.1	12.5	34.3	22.7
STD	25.1	22.9	21.5	14.6	15.8

Table 3. Mean Percentages of Married and Unmarried Men and Women Faculty in the 12 Colleges

	1979	1980	1981	1982	1983
FEMALE-M					
Avg	17.9	15.1	19.2	18.6	17.7
Max	37.5	29.0	28.6	29.7	31.0
Min	5.3	2.9	4.5	5.0	4.0
Std	9.5	8.2	7.6	7.3	7.7
FEMALE-^M					
Avg	15.3	18.7	19.1	18.7	18.8
Max	26.7	50.0	35.0	33.3	35.3
Min	6.9	6.4	8.6	2.9	5.6
Std	5.6	11.0	7.7	10.3	10.1
MALE-M					
Avg	55.5	51.6	47.3	47.8	47.9
Max	76.1	71.4	65.7	71.4	61.5
Min	25.0	25.0	28.6	33.3	33.3
Std	13.7	12.0	10.3	11.9	8.1
MALE-^M					
Avg	11.3	12.5	14.6	13.7	15.7
Max	26.3	31.8	31.8	30.0	36.0
Min	0.0	0.0	2.9	2.9	5.1
Std	9.2	8.4	8.6	6.6	8.8
TOTAL F					
Avg	33.2	33.9	38.3	37.4	36.4
TOTAL M					
Avg	66.8	66.1	61.7	62.6	63.6

Table 4. Mean Percentages of Untenured Men and Women Faculty Who Are in their First Year of Teaching.

	1979	1980	1981	1982	1983
1ST YR-F					
AVG	8.7	11.1	11.2	8.3	6.3
MAX	21.1	24.3	29.4	33.3	12.1
MIN	0.0	0.0	0.0	0.0	0.0
STD	7.1	9.3	8.8	10.4	4.3
1ST YR-M					
AVG	13.5	15.5	16.3	11.5	11.2
MAX	31.6	36.3	36.8	25.5	25.6
MIN	0.0	0.0	0.0	0.0	0.0
STD	10.0	10.3	14.3	8.8	7.4

Figure 1. Departed (~T but TT)

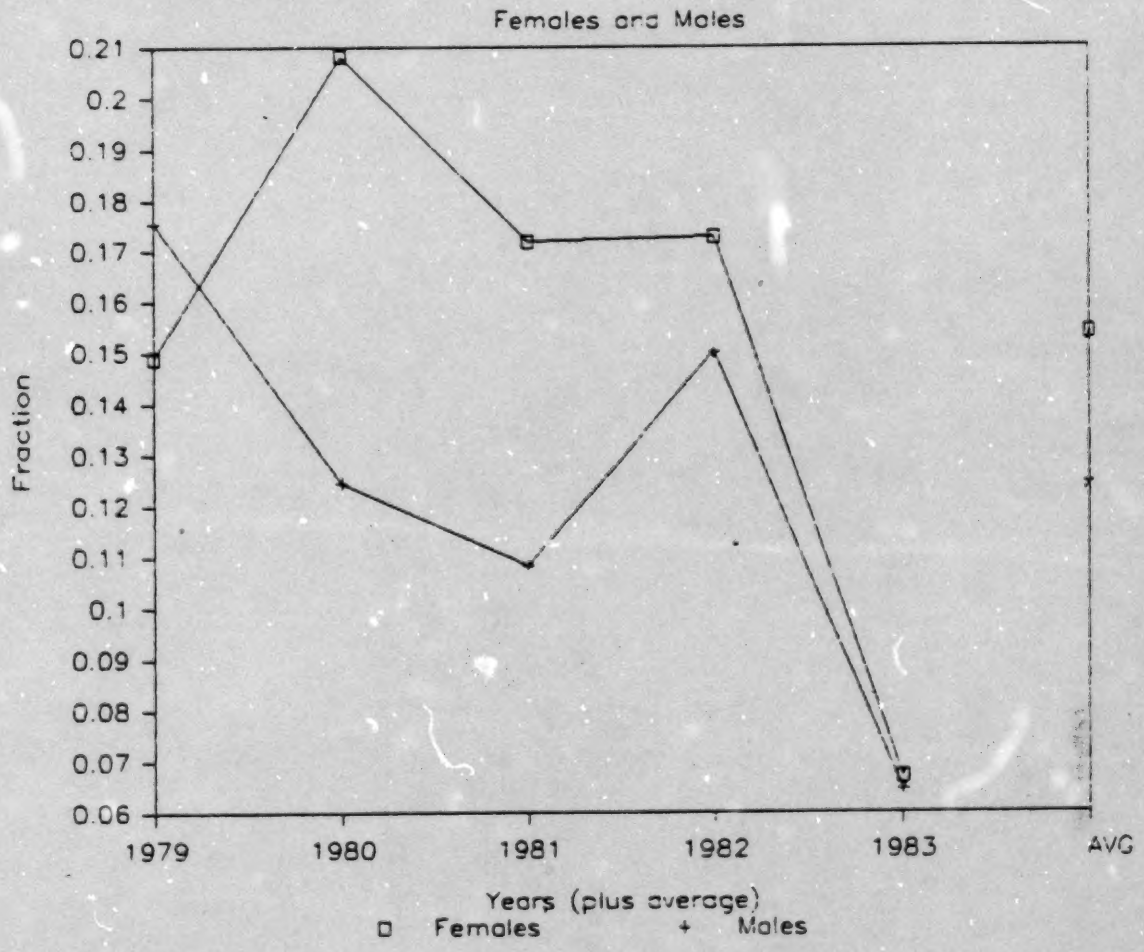

Figure 2. Percent TT Success